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ABSTRACT

A unit plan for a course in consumer education, required for graduation from the Portland, Oregon, public schools, is presented in the document. The course, called Personal Finance, covers two semesters and involves instructors in mathematics, social studies, and home economics. The course covers 10 subject areas: (1) money management; (2) spending, saving, investing; (3) credit; (4) advertising; (5) small purchases; (6) insurance; (7) large purchases; (8) consumer and the law; (9) future alternatives; and (10) math tools. Subtopics are presented within each subject area, accompanied by goals; minimum competencies; and minimum, regular, and super performance indicators. (EC)

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MADISON MODEL for Personal Finance

Developed at: Madison High School
2735 N.E. 82nd Avenue
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PERSONAL FINANCE MODEL
Madison High School

BACKGROUND INFORMATION

In 1973, Madison High School in Portland, Oregon applied for and was awarded, a Consumer-Home Economics Grant. The primary purpose of this grant was to "review and revise the curriculum structure of the home economics program in order to prepare students better for their career goals and life roles in society."

An initial component of this project was the assessment of needs and interests of all ninth and eleventh grade students. Baseline data, in conjunction with other information, was to provide direction in curriculum revision decisions.

Results of the assessment provided direction in several areas; one of the most significant was in terms of student-identified need and interests to prepare them for their life role as a "consumer of goods and services." This response is exemplified by the following responses:

- Both ninth and eleventh grade boys and girls showed that "managing money" was the prime area of student-identified need.
- Both ninth and eleventh grade boys and girls indicated the highest interest in areas related to "managing money" and "buying goods and services."

There was, therefore strong indication of local student need and interest, as well as other local and national data substantiating the consumer literacy problems of young people. This area was then selected as the initial curriculum revision portion in the project implementation phase. The enclosed materials are the tested and revised materials which have been developed in alignment with Portland district graduation revision guidelines.

Message:

These materials, although constantly changing, are shared to assist you in the implementation of meaningful programs for students.

We encourage your reactions and sharing of materials with us and others.

Team Members

Math dept Mary Grams
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Home Ec. Elaine M. Schuck
Director

PERSONAL FINANCE MODEL
Madison High School

CONCEPT-	LESSONS #1	LESSONS #2
1.0 MONEY MANAGEMENT	15	10
2.0 SPENDING, SAVING, INVESTING	15	10
3.0 CREDIT	10	15
4.0 ADVERTISING	15	--
5.0 SMALL PURCHASES	15	15
6.0 INSURANCE	1	5
7.0 LARGE PURCHASES	10	10
8.0 CONSUMER AND THE LAW	--	10
9.0 FUTURE ALTERNATIVES	--	10
10.0 MATH TOOLS	9	15
	1 Semester each	

OVERVIEW-

Personal Finance as developed is a two semester course, utilizing team teaching and expertise of mathematics, social studies, and home economics instructors. Emphasis is on providing experiences and background which will enable students to cope with their current and future needs as consumers.

Dollars and Sense - Emphasis is on development of skills in personal money management, and the decision making process, as related to services and products they select today. Basic math skills are applied in all aspects of the course.

Buyer Beware - Emphasis is on providing meaningful experiences which will prepare students for their adult role as a consumer of goods and services. Product analysis, implications of choices on personal and societal stability, and research related to individual needs and interests are incorporated into the course.

PERSONAL FINANCE PLANNED UNIT STATEMENT

Credit: One Unit
Recommended Grade Level 10-12
Elective Required x

UNIT OVERVIEW:

This unit of study will assure that students are informed in many aspects of personal finance and, therefore, can successfully perform other life roles; personal, social, and vocational. Thus, students will be able to function more adequately in our increasingly complex economic system.

It is recommended that units related to personal finance be offered on a multidisciplinary basis. Accordingly, included in this planned Unit Statement are recommendations of other courses in which the goals of personal finance should be included.

This interdisciplinary approach will provide learning experiences which will enable students to meet future needs. Extensive use of community resources, local advisory bodies and field experiences are recommended in order to expose students to actual consumer problems.

BOARD PERFORMANCE REQUIREMENT:

4.0 The student as responsible consumer of goods and services.

Each student shall demonstrate the competencies necessary to function effectively and responsibly as a consumer of goods and services.

4.1 Students will be able to function responsibly as both wage earner and wage spender.

4.2 Students will be able to identify, evaluate and use many sources of information.

4.3 Students will be able to make plans and decisions about personal financial matters.

4.4 Students will know of the various kinds of taxes and their uses and the obligation of citizens to support the structures of local, State and Federal governments.

PORTLAND PUBLIC SCHOOLS
GRADUATION REQUIREMENTS

Revised August, 1975

Money Management

PERSONAL FINANCE COURSE
Madison High School

TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State (Program)	District (Unit)	Madison High School (Course)	Related District Competencies	Board Performance Required
1.0 MONEY MANAGEMENT					
1.1 Money In 1.11 Employment Income . Salary - Gross Pay . Commissions . Others	1.42	#1 #21 #20	1.11-1.12 Every high school graduate will understand how employment income and benefits affect financial security.	4.1.1 4.3.5 4.3.7	4.1
1.12 Employee Benefits . Monetary . Non-monetary					
1.13 Payroll Considerations . Salary - Net Pay . Deductions	1.41	#1	1.13 Every high school graduate will be able to estimate with considerable accuracy the take-home pay for which he applies.	4.1.1	4.1

PERSONAL FINANCE COURSE
Madison High School

PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
1.11 List one source where jobs and their expected earnings may be obtained. (A) Compute pay for several given problems. (B)	1.11 List three potentially satisfying types of employment and determine the gross income for each. Calculate the net monthly income for a job involving both salary and commissions. Convert time cards into total hourly wages for which a paycheck will be issued.	1.11 Select three types of jobs which a person with a college degree may qualify for, and predict the potential life-time earnings for each.
1.12 Explain the advantages of three employee benefits. (A)	1.12 Determine the take-home pay for jobs involving regular and overtime benefits. Explain three benefits covered by the social security program.	1.12 Summarize the effects of unions and professional organizations on employment income and benefits. Identify potential employee benefits which do not directly affect personal finances. List five advantages of profit sharing. Estimate the advantages and disadvantages of three retirement benefits.
1.13 Distinguish between gross pay and take-home pay. (A) Identify various deductions found on a payroll check stub. (B)	1.13 Compute payroll deductions for several given problems. Compute the cost of Workman's Compensation Insurance for a specific payroll period.	1.13 Give examples of deductions which are not voluntary. Summarize the advantages and disadvantages for a selected voluntary deduction. Summarize the benefits and costs of a selected required deduction.

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State (Program)	District (Unit)	Madison High School (Course)	Related District Competencies	Board Performance Required
1.0 MONEY MANAGEMENT, con't.					
1.2 Money Out 1.21 Expenditures . Regular - fixed . Occasional - variable . Emergency	2.11		1.21-1.31 Every high school graduate will recognize that sound financial planning is the key to successful personal money management.		4.3
1.3 Financial Planning 1.31 Reasons for financial planning . Financial stability . Personal satisfaction					

PERSONAL FINANCE COURSE
Madison High School

PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
1.21 List five expenditures which occur regularly. (A) List four expenditures which occur occasionally. (B)	1.21 Differentiate between regular expenses and occasional expenses for a given situation. Compute the average monthly cost for a regular expenditure. Give examples of situations which may precipitate emergencies for family finances.	1.21 Outline a plan which provides for regular, occasional and emergency expenditures, using a case study. Change a family expenditure sheet into percentages and relate these expenditures to varying incomes. Predict the effect of decreased or increased income on amounts and percentages which are paid for regular expenditures.
1.31 Identify three specific ways in which financial planning will help families with problems in handling money. (A)	1.31 Summarize four effects of financial planning. List three personal short-term financial goals (two months) and set up a plan for reaching the most important of these.	1.31 Predict the implications on individuals and families of failing to establish plans for managing money. Prepare a personal weekly spending plan, and after using for two weeks, evaluate the effect and make appropriate adjustments. Participate in your family's financial planning for one month, and estimate how much your family spends on you.

PERSONAL FINANCE COURSE
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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State (Program)	District (Unit)	Madison High School (Course)	Related District Competencies	Board Performance Requirements
1.0 MONEY MANAGEMENT, con't.					
1.3 Financial Planning, con't 1.32 Types of Record Keeping . Personal Accounts . Tax records	2.21	#33 #36	1.32 Every high school graduate will recognize that accurately kept records facilitate income tax reporting and help families maintain financial stability.	4.3.2 4.4.2	4.3
1.33 Budgeting . Steps in budgeting . Use of budgets	2.21	#17	1.33 Every high school graduate will be able to construct a realistic budget for families with different needs.	4.3.1	4.3

PERSONAL FINANCE COURSE
Madison High School

PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
1.32 List expenditures which have implications for income tax reporting. (A) Complete a short-form federal income tax report for a student. (B) Select a method of record keeping which will meet personal needs. (C)	1.32 Select a method of record keeping which will meet family needs. Match expenditures with appropriate income tax categories. Prepare a short form state income tax report for a student.	1.32 Predict the effect of maintaining income tax records on spendable family income. Prepare a record keeping system for two people who share an apartment.
1.33 Identify, from a given list, four major headings used in planning a budget. (A) Demonstrate the ability to construct a budget for current personal needs. (B)	1.33 Demonstrate the ability to construct a realistic budget for two different income levels. Modify a budget based on current economic and income figures to reflect your personal goals and priorities.	1.33 Prepare a budget, utilizing two different formats. Interview parents of young children to determine what practices they use to provide experiences for children in managing money.

Spending, Saving & Investment

PERSONAL FINANCE COURSE
Madison High School

TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State (Program)	District (Unit)	Madison High School (Course)	Related District Competencies	Board Performance Required
2.0 SPENDING, SAVING AND INVESTING					
2.1 Financial Institutions 2.11 Types of Institutions . Banks . Savings and Loan Associations . Credit Unions . Other	2.21	#18	2.11-2.12-2.13 Every high school graduate will be able to recognize how correct use of banking services aid in personal money management.	4.32	4.3
2.12 Services Available . Checking Accounts . Savings Accounts . Loans . Credit Cards - Bank . Estate Planning . Other					
2.13 Criteria for Selection . Purpose . Safety . Liquidity . Expected rate of return . Personal Preference . Other					

PERSONAL FINANCE COURSE
Madison High School

PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
2.11 Match three kinds of banks with functions which make them unique. (A)	2.11 Compute the difference in interest for a given amount received from a savings and loan and a full service bank.	2.11 Describe five functions of a mutual savings bank or credit union.
2.12 Differentiate between a regular check plan and a low cost check plan. (A) Demonstrate ability to write a check and record in the check book. (B) Demonstrate ability to balance a check book. (C) Demonstrate ability to open a savings account. (D) Show how to complete a savings deposit and withdrawal form. (E) Demonstrate the ability to compute simple interest. (F)	2.12 List 10 services of a full service bank. Demonstrate ability to reconcile a bank statement. Identify the steps involved in opening a checking account. Demonstrate ability to complete an application for a credit card. Demonstrate the ability to compute compound interest. Illustrate by means of a "flowchart" the "travels" of a check from the time it is written until returned.	2.12 Summarize the individual choices one has when opening a checking account. Summarize the advantages and disadvantages of bank credit card use. List the consumer responsibilities outlined on a credit card applisation form.
2.13 List four factors to consider when selecting a financial institution. (A)	2.13 Show how one's personal money goals can be met by one or more financial institutions.	2.13 Select one criteria for selecting a financial institution, such as rate of return, and after research report findings.

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State (Program)	District (Unit)	Madison High School (Course)	Related District Competencies	Board Performance Required
2.0 SPENDING, SAVING AND INVESTING con't.					
2.2 Savings 2.21 Reasons for saving . Short-term needs . Long-term needs and goals	2.31 2.32	#19	2.21-2.22-2.23 Every high school graduate will recognize the value of savings and demonstrate the ability to plan an appropriate savings program.	4.34	4.3
2.22 Factors affecting savings decisions . Personal . Economic . Social					
2.23 Factors affecting growth of savings . Amount . Length of time . Type of savings . Rate of interest . Method of computing interest . Other					

PERSONAL FINANCE COURSE
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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
2.21 Identify two short-term needs for which you must save. (A) Identify two long-term needs for which you must save. (B)	2.21 List your immediate savings goals.	2.21 Prepare a plan for reaching a long-term need. Identify some factors which may help or hinder you from reaching a long-term savings goal.
2.22 Identify which factor or factors has the greatest affect on your immediate savings goals. (A)	2.22 Identify three changes in personal spending or earning habits which could be made to assist in reaching a savings goal.	2.22 Outline a saving plan based on personal income and needs. Modify a long-term savings plan to reflect an increase or decrease in income or expenses.
2.23 List different types of savings. (A)	2.23 Compute the difference in earnings between a lump sum deposit for one year and monthly deposits which would total the same amount within the year. Identify the factor which has the greatest affect on the growth of savings in several problem situations.	2.23 Point out the advantages and disadvantages of different types of savings for a specific situation. Select one type of savings institution and determine the differences and similarities available locally.

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State (Program)	District (Unit)	Madison High School (Course)	Related District Competencies	Board Performance Required
2.0 SPENDING, SAVING AND INVESTING con't.					
2.3 Investments 2.31 Reasons for investing . Personal (needs and goals) . Economic (income and growth)	2.41	#19	2.31 Every high school graduate will recognize how investments aid families in providing for future financial needs.	4.34	4.3
2.32 Types of investments . Interest-bearing deposits . Credit Union shares . Real estate and land . Bonds (U.S.-Municipal) . Insurance (permanent and annuities) . Stocks . Other	2.42	#19	2.32 Every high school graduate will be able to evaluate the major types of investments available to families of various economic levels.	4.34	4.3

PERSONAL FINANCE COURSE
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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
2.31 List three personal reasons for choosing to invest or not, give a case study. (A) List two economic considerations in investing. (B)	2.31 Point out the value of investing for both monetary and nonmonetary gains. Describe two types of investments which would represent nonmonetary investments.	2.31 Study several types of investments and classify them as growth, income or a combination of both. Identify factors which affect the growth or return of a specific investment.
2.32 List two advantages and disadvantages for a specific type of investment. (A)	2.32 Distinguish the type of investment best suited to a specific situation. Outline an investment plan for families of two different economic levels. Give examples of considerations other than economic, which may affect investment choices.	2.32 Defend a specific investment choice based upon personal goals and economic factors. Study the performance of a specific type of investment for the past two years, and report findings. Defend your personal choice of an investment based on personal priorities.

Credit

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Board Performance Requirements
3.0 CREDIT					
3.1 Factors Affecting Credit Choices					
3.11 Availability . Personal - Character . Economic - Capacity, Collateral . Other	3.11	#8	3.11 Every high school graduate will recognize that the availability of credit to individual consumers varies according to personal and economic factors.		4.3
3.12 Types . Open-end . Closed-end . Other	3.41	#3 #14	3.12 Every high school graduate will be able to shop for credit and make appropriate choices.	4.22 4.36 4.38	4.3

PERSONAL FINANCE COURSE
Madison High School

PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
3.11 Complete an application form for credit. (A) List three factors involved in establishing a line of credit. (B) Synopsize the article: "What You Should Know Before Buying On Credit?" (C) Determine your credit score from "Are You a Good Credit Risk?" (D) List five different institutions that loan money. (E)	3.11 Explain the "three C's" of establishing credit. Explain why two different lending institutions have different loan limitations. Explain the provisions of the Federal Fair Credit Reporting Act discussed in the article 'Your Credit Rating: How to Check Its Accuracy."	3.11 Answer the four questions in the article: "The Myers Shop for Money." Summarize the article: "What to Know Before You Borrow Money?" Write out a possible solution to case studies contained in one of the cassette tapes, "So You Want Credit."
3.12 Identify four different types of credit. (A) List three advantages of a personal loan. (B) List three disadvantages of a personal loan. (C)	3.12 Define common terms, such as credit, installment debt, non-installment debt, charge account, service account, bankruptcy, garnishment, balloon payment, etc. Give three examples of the differences between closed-end and open-end credit.	3.12 Write a brief summary on "Ever Use a Pawnshop?" Write a description of a personal visit to a pawnshop.

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Board Performance Requirements
3.0 CREDIT, cont.					
3.1 Factors Affecting Credit Choices, cont.					
3.13 Sources . Banks . Credit Unions . Savings and Loan Associations . Small Loan Companies . Sales Finance Companies . Other	3.31	#13	3.13 Every high school graduate will understand how differing consumer needs affect selection of the credit source.		4.3
3.14 Costs . Computation of interest . Amount borrowed . Finance charges . Personal and economic considerations . Penalties . Prepayment refunds . Other	3.51	#13 #14	3.14 Every high school graduate will recognize that the cost of credit varies according to many factors involved in a transaction.	4.36 4.38	4.3

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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
3.13 Name four different sources of charge accounts. (A) Explain the difference between four different sources of charge accounts. (B) Name five national credit card firms. (C)	3.13 Identify five "service" type credit companies that require final payment in 30 days. Identify five "service" type credit companies that use the non-installment plan.	3.13 Summarize the article, "How to Pay Less for an Auto Loan."
3.14 Rank credit sources in order of cost. (A) Compute simple interest for a given problem. (B) Compute the finance charge, given the cash and the installment payments. (C)	3.14 Predict the amount of credit that can be afforded for given incomes. Determine installment costs from given problems. Compute penalties charged for late payments. Compare cost of credit from three different sources. Determine the rate of interest, given the cost price and the installment payments.	3.14 Determine the annual percentage rate (APR) given the formula and sufficient data. Show the amount of rebate on a loan involving the Rule of 78.

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Board Performance Requirements
3.0 CREDIT, cont.					
3.1 Factors Affecting Credit Choices, cont.					
3.15 Other considerations . Convenience . Economic . Credit Record . Legal . Other	3.22 3.71 3.72	#12 #15	3.15 Every high school graduate will recognize the advantages and disadvantages in using credit to meet personal and family needs.	4.3.9	4.3

PERSONAL FINANCE COURSE
Madison High School

PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
3.15 List five advantages to consumer of charge accounts. (A) Identify five warnings to be given to installment buyers. (B) List four rights of credit buyers. (C) Name two items required by the Truth in Lending Act that must occur in contracts. (D)	3.15 Identify, from a phone book, the different sources of credit available in your area. Name six items that should be checked in installment contracts. Name five policies that should be followed in making a contract. List five potential abuses of installment buying. Summarize the article: "Big Name Credit Cards and How They Compete." Collect three advertisements representative of different credit grantors. List the steps one must follow when reviewing their credit record at a credit bureau.	3.15 Explain how the credit bureau determines the credit rating. Collect notices from newspapers on personal bankruptcies or sheriff's auctions and explain possible cause(s) for such actions. Summarize the article, "Extra Long Auto Loans are Bad Deals." Explain the difference betwen the add-on and discount method of figuring interest after reading the article, "Should You Borrow From a Small Loan Company." 26

Advertising

PERSONAL FINANCE COURSE
Madison High School

TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Board Performance Requirements
4.0 ADVERTISING					
4.1 Considerations of Advertising					
4.11 Sources of Advertising . Printed materials . Direct sales . Contests . Promotional give-aways . Radio . Television . Billboards . Packaging . Personal recommendations . Other	4.21	#2 #6	4.11-4.12-4.13 Every high school graduate will recognize the inter-relationship of source and cost and other advertising factors affecting consumer choices.	4.21 4.25	4.2

PERSONAL FINANCE COURSE
Madison High School

PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
4.11 Name five general sources of advertising. (A) Define "word-of-mouth" advertising. (B) Show the cost of advertising for any three media from a given list. (C)	4.11 Compute the cost per capita of advertising for any three sources on a given list. Find three newspaper advertisements for a grocery item and compute the amount which may be saved by comparative pricing.	4.11 Select a product and find advertisements about it from as many sources as possible. Compare the advertising of a direct mail firm with a mail order catalog on a comparable product or item. Write a paper on the potential effect of advertising, or lack of advertising, on the demand and cost of a given product or item.

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	Director Unit	Madison High School Course	Board District Competencies	Board Performance Requirements
4.0 ADVERTISING, con't.					
4.1 Considerations of Advertising con't. 4.12 Techniques used in Advertising . Emotional - ego . Logical . Scientific . Other					
4.13 Implications for Consumers . Advantages . Disadvantages					

PERSONAL FINANCE COURSE
Madison High School

PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
4.12 Match slogans with products on a given list. (A) Collect three logical and three emotional advertisements. (B)	4.12 Define common advertising terms, such as loss leader, wholesale, discount, "boiler room", phone soliciting, etc. Name five informative items you would like to find in all advertisements. Identify five rights of the consumer in the marketplace as established by Presidential proclamation. Locate one advertisement that contains at least three examples of different advertising techniques. Collect ten examples of catchy phrases and slogans used in advertisements. Discriminate between valid and "misleading" information in the selected group of above slogans. Collect advertisements which illustrate ten different advertising techniques.	4.12 Create a crossword puzzle or bingo game using advertising terms. Identify the informational validity of three common sayings, such as Listerine's inference that it cures colds, etc.
4.13 List four ways in which advertising may be helpful to consumers. (A) List five possible disadvantages of advertising. (B)	4.13 Compare the total percentage of space devoted to advertising in any two magazines.	4.13 Compare the amount and type of commercials between children and adult television programs. Locate a magazine that does not have advertising and write a brief summary telling why.

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Small Purchases

PERSONAL FINANCE COURSE
Madison High School

TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Board Performance Requirements
5.0 SMALL PURCHASES					
5.1 Factors Influencing the Decision-Making Process					
5.11 Individual . Resources . Wants - needs . Values - goals . Emotional state . Informational base . Other	4.11 4.12	#3 #8	5.11-5.12 Every high school graduate will recognize the influence of individual and group factors on purchasing decisions.	4.2.2	4.2
5.12 Group . Sociological . Technological . Ecological . Governmental . Economical . Other					

PERSONAL FINANCE COURSE
Madison High School

PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
5.11 List five individual factors which influence purchasing decisions. (A) Distinguish between wants and needs. (B)	5.11 Give examples of when a specific item might be either a "want" or a "need". Predict how a change in emotional state might affect the purchase of an item. Write an article explaining how the knowledge or lack of knowledge might change the purchasing decision on a given item. Give examples of three wants which have changed in the past year.	5.11 Prepare a list of necessities or "needs" which were typical of persons who founded our country (1776). Summarize how an individual's wants and needs have changed in the last twenty-five years; the past two hundred years. Predict what an individual's wants and needs might be in the year 2000.
5.12 Identify three group factors which influence purchasing decisions. (A) Define "name brands". (B) Identify a common complaint of persons to the Better Business Bureau. (C)	5.12 Describe how purchasing behavior might be altered by a change in a group factor, such as consideration for environment. Select one item and show how a change in cost or supply could affect its purchase.	5.12

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Board Performance Requirements
5.0 SMALL PURCHASES, cont.					
5.2 Considerations in Buying Food Items 5.21 Selection . Form . Packaging . Labeling . Nutrition . Other	4.31	#5	5.21-5.22 Every high school graduate will understand how to use wise shopping procedures when buying food items.	4.24	4.2
5.22 Cost . Price/quality . Cost per serving . Unit price . Convenience foods . Specialty foods . Eating out . Other					

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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
5.21 List five items required on all canned food labels. (A) Explain the digits found on a UPC marking. (B) Name five forms in which one can purchase potatoes. (C)	5.21 Select the most appealing package from a given group and determine the reason for its appeal. Compare the nutritive labeling on a similar pre-sugared and non-sugared cereal item.	5.21
5.22 Compute the cost per serving for three types of meats. (A) Select one food item which is available in three different sizes and determine which is the least expensive per unit cost. (B) Compare the cost difference between a health food item and a comparable commercially prepared product. (C) Compare the cost of a similar meal at three different restaurants. (D)	5.22 Select two food items and conduct a comparison shopping survey of prices. Compare the price and quality of a store brand with a national brand food item.	5.22 Select five convenience foods and show the difference in cost when purchased in various forms.

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Board Performance Requirements
5.0 SMALL PURCHASES, cont.					
5.3 Considerations in Buying Soft Line Items 5.31 Selection . Fad-fashion . Size . Style . Packaging . Labeling . Type . Safety . Other	4.31	#5	5.31-5.32 Every high school graduate will understand how to use wise shopping procedures when buying soft line items.	4.24	4.2
5.32 Cost . Price/quality . Construction . Safety . Upkeep required . Other					

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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
5.31 List the information found on a clothing hang tag. (A) Determine personal measurements in order to purchase the correct clothing size. (B) Select six articles of clothing for yourself, using a catalog. (C)	5.31 Identify two legal protections for consumers related to ready-made clothing. List information provided on two clothing articles.	5.31 Evaluate a garment for flammability, care, construction and suitability of purpose. Conduct a student survey to determine the type of clothing that wears best for a given situation.
5.32 Calculate the total costs, including shipping charges, for a specific catalog order. (A)	5.32 List six major points to consider in the selection of a ready-made garment, such as a shirt. Compare the costs of a similar clothing article in three different catalogues.	5.32 Compare the costs of commercial with coin-op cleaning of a garment.

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Board Performance Requirements
5.0 SMALL PURCHASES, cont.					
5.4 Considerations in Buying Hard Line Items 5.41 Selection . Brand . Features . Warrantees . Other	4.31	#5	5.41-5.42 Every high school graduate will understand how to use wise shopping procedures when buying hard line items.	4.2.4	4.2
5.42 Cost . Purchase price . Other					

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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
5.41 Define hard line items. (A) Name any five hard line items available in a regular department store. (B) Identify any six specific guidepoints in buying refrigerators. (C) Write a brief synopsis of the purpose of Consumer Reports. (D) List five general guides for buying appliances and equipment. (E) Explain the process to consider when buying items at an auction. (F) Explain the five basic types of appliance repair contracts. (G)	5.41 List the three common service calls in the article: "How to Save Money on Appliances and Furnishings." List the advantages of any item selected from Consumer Reports. Write a paper on how a consumer testing bureau evaluates merchandise. Compare the cost of two similar hard line items at two different stores. Identify a common complaint of persons to the Better Business Bureau. Write out a complete warrantee for a hard line item.	5.41 Evaluate a hard line appliance available at school. Create a label or tag for a hard line item.
5.42 Compute the lowest price of an item with three different purchase contracts. (A) Total the cost of accessories for a given automobile. (B) Determine the cash price of a component stero set. (C)	5.42 Itemize the cost in purchasing a complete outfit needed to participate in a given sport. List the prices of ten items necessary to outfit a bachelor apartment.	5.42

Insurance

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Board Performance Requirements
6.0 INSURANCE					
6.1 Insurance Planning					
6.11 Factors Affecting Life Insurance Selection . Personal preferences . Current and future needs . Types - comparison . Settlement options . Pre-death options . Premium costs . Risk vs. investment . Insurability . Cost comparisons . Policies and terms . Other	2.5	#19 #21	6.11-6.12-6.13-6.14 Every high school graduate will understand that insurance plays a vital role in planning for personal and family financial security.	4.34 4.37	4.3
6.12 Factors Affecting Automobile Insurance Selection . Insurability . Personal risk factors . Make and model . Type - amount needed . Cost comparisons . Policies and terms . Use and location . Previous driving history . Other					

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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
6.11 Name three basic types of insurance. (A) Match basic insurance terms with their definition. (B) List the three most widely used settlement options in life insurance policies. (C) Compute total premiums and benefits in given problems. Name three reasons, other than retirement, why persons may receive Social Security assistance. (E) Compare the advantages and disadvantages of term and straight life insurance. (F)	6.11 Compare premium costs to the cost of providing one's own insurance program in typical loss situations. Explain the four types of life insurance. List three benefits other than death benefits, that insurance policies might include. Compute the premiums for given insurance programs at different ages. Compare difference in premium costs on policies when paid monthly and when paid annually. Calculate the years of salary loss that will be repaid from a given policy. (Risk vs. loss.)	6.11 Estimate net income from several different insurance programs. Compare total payments to total benefits of social security in given situations. Justify changes in an insurance program based on changed family and financial status. List the major factors involved in any three selected insurance programs, such as: non-smokers, non-transferrable, high risk, high performance, car, insurance pools, no-fault, etc.
6.12 List three personal factors which influence the cost of automobile insurance. (A) Explain three non-personal factors which tend to increase the cost of automobile insurance. (B) Name six standard coverages of automobile insurance which should be considered to obtain maximum protection. (C)	6.12 List factors which influence automobile insurance rates in a given geographic area. Compute the cost of liability insurance premiums in given situations. Compute the changes in automobile insurance premiums as additional coverage is added. Match definitions with the most appropriate terms. Compare premium costs between regular and high risk companies	6.12 Write a synopsis of an article in a periodical dealing with automobile insurance. Compare the costs of repair for a specific accident at three different agencies.

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Board Performance Requirements
6.0 INSURANCE, cont.					
6.1 Insurance Planning, cont.					
6.13 Factors Affecting Home Insurance Selection . Need . Type . Amount . Location . Options selected . Other					
6.14 Factors Affecting Health, Accident and Disability Insurance Selection . Need . Cost . Risk category . Employment coverage . Health record . Age . Family responsibilities . Other					

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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
6.13 Give one reason why liability insurance on homes is more costly for lower amounts. (A) Compute the amount of additional insurance coverage needed on a home, considering only the inflationary factor. (B) List five coverages obtainable in a Home Owner's Policy. (C)	6.13 Compare the cost of home liability insurance premiums to settlement benefits for such coverage. Compare the cost of fire insurance premiums to settlement benefits for such coverage. Compare costs of a Home Owner's policy to the same coverage under several policies. Explain why one might need $100,000 of liability insurance rather than $10,000.	6.13 Summarize an article on deductible home insurance policies. Prepare a synopsis of some acutarial tables to show chance of loss in given situations. Compare costs of fire insurance in different districts.
6.14 List types of coverage available under health and accident policies. (A) Complete an application form for health insurance coverage. (B)	6.14 Compare costs and benefits between a group policy and the same coverage on an individual basis. List advantages and disadvantages of having a group medical insurance plan.	6.14 Compare two medical plans from the same company.

Large Purchases

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State (Program	District (Unit)	Madison High School (Course)	Related District Competencies	Board Performance Requirements
7.0 LARGE PURCHASES					
7.1 Transportation 7.11 Factors affecting selection . Personal preference . Social consideration and fads . Work and hobby requirements . Intended type of use	4.12	#3	7.11 Every high school graduate will understand the influence of personal and social factors on the selection of transportation.	4.21 4.22	

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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
7.11 List various types of transportation which you might consider buying. (A) Explain how your needs will influence your selection of a particular type of transportation. (B) List five personal wants affecting the selection of motorized transportation. (C)	7.11 Prepare a list of factors you would need to consider in selecting a used car and rank these in order of importance. Explain how a change in family situation or life style might necessitate a different choice of automobiles.	7.11 Give specific examples of how factors affecting selection of transportation may conflict with each other.

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State (Program)	District (Unit)	Madison High School (Course)	Related District Competencies	Board Performance Requirements
7.0 LARGE PURCHASES, con't.					
7.1 Transportation, con't. 7.12 Considerations in purchasing . Type of vehicle . Price . Model and accessories . Condition of car . Maintenance and repair . Operating costs . Financing costs . License and title . Insurance . Other		#2 #4	7.12 Every high school graduate will recognize the economic implications and responsibilities involved in purchasing a used car.	4.23 4.24	4.2

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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
7.12 List the advantages and disadvantages of a compact car. (A) List the advantages and disadvantages of a regular size car. (B) Use the various costs involved in purchasing a car to determine the total cost for a given problem. (C) Summarize how driving habits affect gas mileage. (D) Name five types of common mechanical problems and estimate, within $25, the total cost of repair, including parts and labor. (E) Use the percentage of average annual depreciation for the first three years on a specific car and calculate the value at the end of each year. (F) Identify factors which increase insurance costs. (G) List three types of coverage available on automobile insurance. (H)	7.12 Select a car you might consider purchasing and determine the normal retail price, the wholesale cost and loan value using either NADA or Kelly Blue Book. Compute the loan amount, monthly payment and total price for a given car purchase. Compare the costs to owner of various insurance coverage. Compute all costs for a car for one year and determine the monthly budget allowance which this would require. Select two cars of very different weights and estimate the miles per gallon each would use. Compute the interest paid on a given automobile contract. Identify ten considerations in the mechanical condition of a used car which should be checked before purchasing. Define terms used with automobiles, including odometer, DEQ, BBB, 15/20/10, radial, etc. Explain the types of automobile insurance you should consider before buying a car.	7.12 Complete a contract for an automobile purchase in a given situation. Prepare a report after reading an article on stolen cars. Compare the different costs to owner of various insurance companies, using the same data. Compare the insurance rates for a subcompact and luxury car with other factors identical.

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Board Performance Requirements
7.0 LARGE PURCHASES, con't.					
7.2 Housing 7.21 Factors affecting Rent-Buy decisions . Life style preferences . Potential mobility . Transportation considerations . Availability of housing . Cost comparisons . Other			7.21 Every high school graduate will recognize the significance of the factors in the selection of housing.		4.3

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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
7.21	7.21	7.21
Identify three factors which would influence your choice of housing. (A)	Explain the difference between renting, leasing, and sub-leasing.	Compare the advantages and disadvantages of sharing an apartment to those of living alone.
List three advantages and disadvantages of apartment living. (B)	Compare the average cost between five rental ads for two-bedroom apartments located in various locations of the city.	Point out the responsibilities of a tenant using a typical landlord-tenant contract.
Estimate of the cost of moving from one location to another. (C)	Compare the costs of renting and buying a comparable housing for a three year period.	Summarize an article on noise pollution of various living locations.
Name the firms one usually must notify when moving. (D)	List the rights and responsibilities of a landlord.	Differentiate between student housing and off-campus housing for a university of your choice.
List the rights and responsibilities of a tenant. (E)	Use a catalog to prepare a cost estimate for "outfitting" an unfurnished apartment, using either new furnishings or leased furnished.	Compare the "out-of-pocket" cost difference between living at home and away from home while attending a community college, trade school and university.
Compute the first month's cost of rental in a given situation, considering rent, deposits and utilities. (F)	Prepare a list of responsibilities of home ownership that might limit your ability to move easily or rapidly.	Select a utility, such as telephone, and determine which person has the legal responsibility for the bill when two persons are sharing an apartment and costs.
	List several types of employment that require frequent moving.	Compare the cost and the time between public and private transportation on three given problems, using a bar graph.
	Compute the cost and time of public and private transportation from your address to: Lloyd Center, Washington Square, and Downtown Portland.	
	Summarize, from information read in an article, the considerations one should take in buying vacation land.	

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Board Performance Requirements
7.0 LARGE PURCHASES, con't.					
7.2 Housing, con't. 7.22 Considerations in purchasing . Type . Location . Price . Financing Costs . Closing Costs . Insurance . Taxes . Maintenance . Other	4.12	#3 #5 #7	7.22 Every high school graduate will recognize the financial, social and legal implications of purchasing a home.	4.22 4.24	4.3

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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
7.22 Determine the amount of monthly payment you can afford for housing, based on your expected income after graduation. (A) Compute the minimum down payment on a home. (B) List four closing costs which must be paid by the home buyer. (C) Estimate the monthly cost for home mortgage, repairs and services. (D) List three financial responsibilities of a home buyer. (E)	7.22 List five advantages and five disadvantages of owning a home. Calculate the costs of buying a specific home, including insurance, taxes, and anticipated monthly payment. Define the term "points" in relation to home mortgage financing. Prepare a comparison chart of FHA, State and Federal VA, and Conventional rates for home mortgages. List the advantages and disadvantages of using a real estate agent. Name three things to consider when buying a mobile home. List 5 legal and financial responsibilities of a home seller. Compute the percentage of each item of a given property tax bill.	7.22 Summarize the advantages and disadvantages of Savings and Loans Associations, Banks, and private lendors as related to home financing. Explain the benefits and hazards of a second mortgage to both buyer and seller. Calculate the total government loan insurance value of a home at current FHA rates. Summarize the requirements in qualifying for buying subsidized housing. Read and summarize an article on purchase of a condominium. Point out the benefits and hazards in paying property taxes directly in lieu of including in monthly mortgage payments. Compute the additional taxes compounded for each of five years on a $30,000 house with a 30 mil tax rate with a 10% yearly increase in assessed valuation.

Consumer and Law

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Board Performance Requirements
8.0 CONSUMER AND THE LAW					
8.1 Legal Considerations for Consumers					
8.11 Before Purchasing . Rights . Contracts . Warrantees . Source . Professional help . Fraudulent and deceptive practices . Other	5.21 5.31 5.32 5.51	#2 #14	8.11-8.12 Every high school graduate will understand the rights and responsibilities of both buyer and seller in the marketplace.	4.21 4.36	4.2 4.3
8.12 After Purchasing . Rights . Responsibilities . Recourse . Other					

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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
8.11 Define various terms, such as contract, warrantee, balloon payment, overbooking, pyramid sales, etc. (A) Name the basic parts or elements of a contract. (B) List eleven common frauds and gyps. (C) Explain the consumer liability on a credit card. (D)	8.11 Name four points to consider in a warrantee. Explain how any five fraudulent or deceptive practices operate. Write a one sentence summary of each of any ten articles printed in the Better Business Bureau Facts. Describe the function of the Better Business Bureau. Show the process completed before a product receives an Underwriter Laboratories label.	8.11 Write a brief paper about a typical home improvement fraud. Describe how an auto or TV repairman might cheat a customer.
8.12 Match specific consumer complaints with the most appropriate governmental agency. (A) List the responsibilities of both the buyer and the seller. (B) Point out a consumer's recourse after purchase from a door-to-door sales person. (C) List a consumer's option after receipt of un-solicited merchandise. (D)	8.12 Write out the pros and cons of the fair trade laws.	8.12 List five governmental regulatory agencies and their nearest address. Discuss the provisions of the laws in the article, "Truth in Lending."

Future Alternatives

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Board Performance Requirements
9.0 FUTURE ALTERNATIVES					
9.1 Education or Training					
9.11 Factors affecting Educational Choices . Type of Training . Availability of Schools . Costs . Sources of Financial Aid . Benefits (Earning potential) . Other	1.22		9.11 Every high school graduate will be able to evaluate the availability, costs and benefits of various educational and training opportunities.		4.3

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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
9.11 Identify eight different kinds of trade schools. (A) Name five apprenticeship programs. (B) Compare tuition costs between a community college and a four-year institution. (C) List three loan and three scholarship sources for financial aid. (D) List expected annual earnings for each of five different jobs as a result of apprenticeship or trade school training. (E)	9.11 Compare course offerings of a college or university with that of a community college for a chosen area of study. Prepare a nine-month's budget for costs of attending a school of your choice. Calculate how long it takes to "pay off" the cost of education or training for a chosen occupation. Relate test scores to probable placement in college courses. Complete an application form for an educational loan. Identify the financial and scholastic entrance requirements for a college of your choice. Compare the total earnings for a twenty-year period between a job with no required training and a job with required training.	9.11 Explain the benefits and/or hazards of correspondence schools. Produce a computer print-out for a personal educational plan. Compare the advantages and disadvantages between a small school and a large school, both of which have good reputations for a given field of study. Summarize an article dealing with the relationship between college test scores, personal inventories and probable success in a given vocation.

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Board Performance Requirements
9.0 FUTURE ALTERNATIVES, con't.					
9.2 Financial Implications of Marriage					
9.21 Considerations prior to Marriage . Readiness . Personal preferences . Wedding costs . Current indebtedness . Other	2.11 2.31		9.21-9.22 Every high school graduate will recognize that sound financial planning is a key to successful marriage, now and in the future.		4.3
9.22 Considerations after Marriage . Initial investment . Adjustments in life styles . Planning, spending and saving . Emergencies . Financial pitfalls . Other					

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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
9.21 Point out the average age for first marriages for both males and females. (A) Prepare a line graph showing the statistical success potential for couples of various age groups. (B) Estimate the cost of a wedding, using a given case study. (C) List five items of indebtedness which a single person might have at the time of marriage. (D)	9.21 Give examples of six factors which determine the success rate of marriages. Match, from a given list of wedding costs, those items for which a groom and his family are usually responsible. Match, from a given list of wedding costs, those items for which a bride and her parents are usually responsible.	9.21 Interview a recently married couple to determine total costs of their wedding. Select an item commonly included in wedding costs and compare the cost using three different sources.
9.22 Estimate the cost of meeting financial necessities during the first three month's of marriage. (A) Identify three options commonly used by young married couples for handling money. (B) Identify four common pitfalls which might create financial difficulties for newly married couples. (C) Name five financial emergencies which a young married couple might face. (D)	9.22 Compare the financial life styles of a married couple on one income to their previous singles life styles. Modify a given budget to reflect changes necessitated by increased indebtedness and decreased income.	9.22 Read an article or interview a couple to determine how they handle family finances.

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Board Performance Requirements
9.0 FUTURE ALTERNATIVES, con't.					
9.3 Travel 9.31 Domestic . Types of transportation . Accomodations . Reservations . Costs and Options . Other		#6	9.31-9.32 Every high school graduate will recognize that the cost of travel is affected by a variety of factors.	4.22	4.2
9.32 Foreign . Types of transportation . Accomodations . Reservations . Costs and Options . Monetary and Metric conversion . Other					

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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
9.31 Compare the cost of an overnight round trip by plane, train, and bus from downtown Portland to downtown Seattle. (A) List the cost of three complete tours to and from Hawaii. (B)	9.31 Plan a ten-day trip to and from Washington, D.C., using public transportation.	9.31
9.32 Convert times for a twenty-four hour clock and a twelve-hour clock. (A) Estimate the cost for a one-week trip to and from London. (B) Explain terms commonly used in travel, such as Eurailpass, passport, visa, exchange rates, baggage limits and metrics. (C) Convert kilometers and miles in a given series of problems. (D)	9.32 Identify at least six different rates under which one can fly to Europe. Calculate the total cost of a one month's tour through Europe. Compute the difference in cost between Polar and New York flights from Portland to London. Compare the advantages and disadvantages between ship-board and airline travel. List the work restrictions placed on Americans by foreign countries. Convert dollars and foreign currency.	9.32 Itemize and total all normal expenses for a three-week tour through five different European countries, using train schedules as shown in Cook's Continental Time Table. Illustrate how an airline might charge differing prices for identical service to the same destination, depending on the source of price quotation.

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Math Tools

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Board Performance Requirements
10.0 MATHEMATICS TOOLS					
10.1 Basic Skills in MONEY MANAGEMENT					
10.11 Development of Skills . Decimals . Fractions . Percent . Length of time			10.11-10.12 Every high school graduate will be able to apply basic computation skills to personal and family money management.	〈2.1.1〉	
10.12 Application of Skills . Overtime . Gross pay . Deductions . Net pay . Discount . Income tax . Record keeping . Budget				〈2.1.2〉	

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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
10.11 Compute, using decimals and the four basic operations. (A) Compute, using common fractions with addition and subtraction. (B) Compute the length of time involved, given the work hours. (C)	10.11 Find the percent in a given problem. Determine the percentage in a given problem. Change fractions to percent.	10.11 Convert time between the 12 hour and the 24 hour clocks.
10.12 Compute the overtime hourly wage. (A) Determine gross pay, given the hours worked and hourly wage. (B) Find the amount of income tax due from a simple tax table. (C) Total the amounts spent in each category of a record keeping system. (D)	10.12 Determine tax withholding given the percentage rates. Compute net pay given gross pay and fixed and flexible deduction data. Calculate the amount of income tax due from a graduated rate schedule. Compute the amounts budgeted, given the percents. Find the percents budgeted, given the categorical amounts and total budget. Determine the discount in a given set of problems.	10.12 Prepare the payroll for five wage earners, given the necessary data. Complete an income tax form for an employee earning over $15,000, using the standard deduction.

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Board Performance Requirements
10.0 MATHEMATICS TOOLS, cont.					
10.2 Basic skills in SPENDING, SAVING, and INVESTING 10.21 Development of Skills . Decimals . Debit and credit . Counting money . Making change . Percent			10.21-10.22 Every high school graduate will be able to apply basic computation skills to spending, saving and investing personal and family money.	⟨2.1.1⟩ ⟨2.2.1⟩	
10.22 Application of Skills . Deposit slip . Withdrawal slip . Balancing a check book . Reconciling a bank statement . Travelers checks . Savings bonds . Simple interest . Compound interest				⟨2.1.2⟩ ⟨2.8.1⟩	

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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
10.21 Compute, using decimals and the four basic operations. (A) Figure the total amount of money, given a list of currency and coins. (B) Determine the amount of change, given the price and the amount tendered. (C)	10.21 Determine the balance, given debits and credits. Find the percent of a number.	10.21
10.22 Compute the total amount for a deposit slip. (A) Write out a given amount, using words, for a withdrawal slip. (B) Balance a check book for a given situation. (C)	10.22 Reconcile a bank statement. Compute the cost of travelers checks, given certain amounts. Determine the cost of savings bonds. Compute the simple interest on an account, given several problems.	10.22 Compute the quarterly compound interest on a given amount. Find, using a computer, the daily compound interest on a given amount.

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Board Performance Requirements
10.0 MATHEMATICS TOOLS, cont.					
10.3 Basic Skills in CREDIT 10.31 Development of Skills . Rounding off . Decimals . Fractions . Percent . Amount charged			10.31-10.32 Every high school graduate will be able to apply basic computation skills to the use of credit in personal and family money management.	〈2.1.1〉 〈2.1.3〉	
10.32 Application of Skills . Installment price . Finance charge . Discount . Simple interest . Rate of interest . Add-on interest				〈2.1.2〉 〈2.6.1〉	

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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
10.31	10.31	10.31
Compute, using decimals and the four basic operations. (A)	Given certain amounts, round them off to the nearest cent.	Find the amount charged, given a table of percentage rates.
Change simple percents to decimals. (B)	Change decimals to percents.	
Using simple percents, find the percent of a number. (C)	Change percents, involving fractions or decimals, to decimals.	
	Change fractions to percents.	
	Using percents involving fractions and decimals, find the percent of a number.	
	Compute, using fractions involving multiple operations.	
10.32	10.32	10.32
Compute the installment price given the monthly payment and number of months to pay. (A)	Find the finance charge, given the down payment, monthly payment and the years to pay.	Determine the annual percentage rate (APR), given the formula and data.
Determine the finance charge, given the cash price and the installment price. (B)	Determine the lowest finance charge for a loan. given three choices.	Determine the add-on interest rate on a loan.
Determine the lowest percentage rate from a given list. (C)	Compute the sale price, given the original cost and the percent of discount.	
	Find the monthly payment, given the installment price, cash price, and months to pay.	
	Determine the simple interest charged on a given loan.	
	Find the rate of interest, given the interest, principal and time.	

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Board Performance Requirements
10.0 MATHEMATICS TOOLS, cont.					
10.4 Basic Skills in SMALL PURCHASES					
10.41 Development of Skills . Decimals . Rounding off . Unit price . Proportion . Changing units of measure . Reading a postage table . Reading a tape measure			10.41-10.42 Every high school graduate will be able to apply basic computation skills to purchases of food. soft line and hard line items.	<2.1 1> <2.4.3> <2.5.1>	
10.42 Applications of Skills . Food costs of multiple items . Unit pricing comparison . Pricing cost comparison for various measuring units . Catalog order				<2.1.2> <2.2.1> <2.3.1> <2.4.3>	

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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
10.41 Compute, using decimals and the operations of addition and multiplication. (A) Round off given amounts to cents. (B) Find the price of one item, given a multiple pricing. (C) Determine personal sizes for various clothing items, using a measuring tape. (D)	10.41 Solve given proportions for an unknown value. Change units of measure, both weight and volume. Determine the amount of postage due, for a given catalog order.	10.41
10.42 Determine the unit price of food items. (A) Compute the price of multiple soft line items, given a catalog unit price. (B) Compare the unit cost of items from computer print outs, as found in a grocery store. (C)	10.42 Compute the price of more than one item, given a multiple price. Compare, using unit pricing, the cost of food items, given the price of various sizes. Determine the cost per serving for given food items. Compute the total cost of a catalog order for soft line items.	10.42 Compare the prices of a hard line item from three different stores. Compare the cost of a TV set bought on a contract for two years with the cash price.

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Broad Performance Requirements
10.0 MATHEMATICS TOOLS, cont.					
10.5 Basic Skills in LARGE PURCHASES					
10.51 Development of Skills . Decimal . Percent . Cost per hundred . Miles per gallon			10.51-10.52 Every high school graduate will be able to apply basic computation skills to the purchase of transportation and housing.	〈2.1.1〉	
10.52 Application of Skills				〈2.1.2〉	
. Down payment				〈2.2.1〉	
. Monthly payments					
. Interest on loan				〈2.2.4〉	
. Cost per mile					
. Depreciation					
. Auto Insurance					
. Loan Costs					
. House taxes					
. Fire Insurance					
. Other					

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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
10.51 Compute, using decimals and the four basic operations. (A) Find the percentage for a given problem. (B)	10.51 Find the total for various amounts, given the cost per hundred. Determine the percent in a given problem. Compute the miles per gallon, for a given problem.	10.51
10.52 Compute the down payment on an auto loan, given the price and percentage rate. (A) Determine the amount of a auto loan given the price and down payment. (B) Find the monthly payment in an amortization table. (C) Compute the interest on a loan, given the monthly payment and amount of the loan. (D)	10.52 Estimate the annual costs for operating a used car. Compute the cost per mile for operating a used car for a year. Find the average annual depreciation of a new car after a five year period, given the original cost. Find the cost of auto accidents to a policy holder, given sufficient data. Compute the loan mortgage and the loan costs, given the cost of the house and percent of down payment. Determine the house taxes for one year given the value of the house. Find the cost for three years of fire insurance for a house, given the cost per hundred. Determine the total amount paid for a house including monthly payments, property tax, insurance, and upkeep.	10.52 Find the percentage of depreciation of a new car after a five year period.

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TAXONOMY ABBREVIATED CONTENT OUTLINE	GOALS			MINIMUM COMPETENCIES	
	State Program	District Unit	Madison High School Course	Related District Competencies	Board Performance Requirements
10.0 MATHEMATICS TOOLS, cont.					
10.6 Basic Skills in INSURANCE 10.61 Development in Skills . Decimals . Cost per unit			10.61-10.62 Every high school graduate will be able to apply basic computation skills to the purchase of insurance to meet personal and family needs.	〈2.1.1〉	
10.62 Application of Skills . Total premiums . Beneficiary amounts				〈2.1.2〉 〈2.5.1〉	

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PERFORMANCE INDICATORS

MINIMUM	REGULAR	SUPER
10.61 Compute, using decimals and the operations of addition and multiplication. (A)	10.61 Find the total cost, given the cost per unit. (hundred, thousand, etc.)	10.61
10.62 Compute the cost of a life insurance policy, given the annual premium and amount of years paid. (A) Find the amount received by a beneficiary for a straight life policy with double indemity. (B)	10.62 Determine the total premium to be paid, given the value of a house, and cost per hundred. Compute the cost of a twenty pay life insurance policy, given annual cost per thousand.	10.62 Compute the amount saved by having personal liability insurance, using a case study.

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